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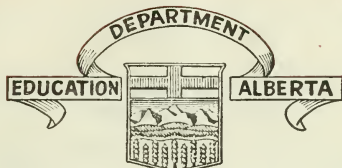
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# Social Studies

in

## Grade Nine

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Study Guides for  
Problems V and VI

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# SOCIAL STUDIES IN GRADE NINE

## Problem V.

### HOW INDUSTRIALISM IS AFFECTING FAMILY AND COMMUNITY LIFE

#### I. OVERVIEW OF THE UNIT. (Three to four periods).

Up to this point our social studies have given us a broad picture of the geographical features of the world we live in, a more detailed knowledge of how goods are produced and distributed in Canada, and an appreciation of the growth and development of democratic government in the motherland and in our homeland of Canada. Our studies have dealt chiefly with Canada or the Canadian community as a whole in relation to the world in which we live. We are now going to narrow our attention down and focus it on our local community and its problems in our modern industrialized world.

The story of mankind as far back as we can trace it tells of the existence of institutions and organizations which have taken root and become part of the life of human beings living together in groups. Each of these institutions has its own particular part to play in maintaining the social order. The nature of this task may change from century to century and from country to country but within the framework of any society, past or present, we find a great similarity of institutional growth. A study of these institutions will help us to understand some of the problems of modern society.

The institutions on which we are most dependent for social well-being are the home, the school, the church and the community. They are the cornerstones of our society; in fact they might be called OUR SOCIAL FOUNDATIONS. Just as a sturdy building requires a firm foundation, so our democratic society can be strong only if our social foundations are sound, vigorous institutions.

The most significant occurrence in modern times has been the growth of large scale industry with its great variety and volume of products. In Units II and III our study of production and distribution has drawn our attention to the recent rapid changes in manufacture and transportation and the problems that result from a swift mechanization of so many aspects of living. These changes have naturally had their effects on our homes and communities. Our problem of study in Unit V is to develop an understanding of the effects of these changes on at least two of our social foundations, the home and the community.

#### Pretest

Test your understanding of the problem under discussion. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
- (D) If you think the statement disagrees or contradicts the ideas in the above paragraphs.
- (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.



1. A clear knowledge of the role of the machine in civilization is necessary in order to understand the function of our social foundations.
2. New mechanical inventions always improve our social institutions.
3. The family was happier without so many labour-saving gadgets.
4. The state has assumed most of the responsibilities of bringing up a family.
5. Strong family ties are no longer possible in a highly industrialized society.
6. Changes in family life are bound to occur and we must be prepared to meet the new problems that may arise.
7. A family in which the parents expect obedience from their children can still be democratic.
8. Children who are given a large weekly allowance are happier than those who receive only a small allowance.
9. Children in grade 9 should be allowed to help in planning the family budget.
10. The family is still the most important unit within the community.

### **The Objectives of the Problem.**

As each new problem is presented in our Social Studies course we should ask ourselves why we are studying the problem and what we expect to learn from our work on the problem. Below are listed briefly the answers to these questions. They represent our aims or objectives in the work ahead of us.

1. An understanding of the function of the family in modern society.
2. An understanding of community organization.
3. An appreciation of the effects of industrialism, science and modern invention on family life with special reference to further changes that may take place in the future.
4. An awareness of the problems connected with family and community living in both rural and urban areas.
5. A better understanding of the function of local government in providing social services.

### **Organizing Our Work**

The problem before us has been defined, our objectives have been outlined and the pretest has asked us to express an opinion on certain questions bearing on the problem. We may have been doubtful about our answers, which simply means that there is something, perhaps quite a lot, for us to learn about this problem. Our next task is to make a rapid survey or outline of the material available and useful for this work and the drawing up of a work plan. The size of our class

will determine how the work is to be organized. In classes of thirty or more an outline of the material to be studied will need to be drawn up in some detail and committees organized for student investigations under teacher guidance. Smaller classes will have fewer committees working and may in some cases limit their survey to a rapid reading and discussion of the contents of this study guide.

The following questions will assist in making the initial survey or overview. They conveniently divide the large problem into smaller areas of study.

1. What is the function or task of the family in modern society?
2. How has industrialism affected the physical aspects of family living in Canada?
3. What is the function of the community in our society?
4. How has industrialism affected the physical aspects of community living?

Our overview of these questions or sub-problems will include the following:

1. Make a survey of the material that will help to answer the above questions. This survey may be carried out through discussion, reading the course of study or reading this study guide.
2. Decide which committee investigations are to be undertaken by the class. These should be chosen from this study guide. The committees may then be formed and commence work immediately on research work for class reports.

N.B.—The teacher is referred to the bulletin, "Social Studies for the Intermediate Grades," for data on committee organization. Small classes of from three to five pupils should not attempt more than three or four committee investigations throughout the entire unit. This overview should not take longer than three or four periods.

## **Current Events**

A great deal of the work connected with the problems of family and community life will naturally be bound up with what is going on at the present time. Comparisons will be made between life and events of the past and life in the family and community today. Text book references given in this study guide will supply the general information on the subject but these must be supplemented by personal surveys of what is happening in the community today and by attention to local or national problems discussed in the local newspapers and in such popular magazines as Maclean's. Our studies should enable us to perceive and understand the current problems of family and community life and to discuss them intelligently.

## **Pupil's Notebook**

A brief statement of the problem and an outline of material useful for the work on the problem should now be in our notebook.

## II. Development of the Unit

### Sub-Problem I.

#### WHAT IS THE FUNCTION OF THE FAMILY IN MODERN SOCIETY? (Five Periods)

The family is the most intimate and familiar of the social groups. We are all members of a family and the associations we form within the family circle are the most influential and lasting in our whole lives. The purpose of the family is the rearing of children which includes their training in social living as members of a social group. The child is not only to be fed, clothed and sheltered but is also to receive an education which will develop him as an individual with a sense of responsibility towards himself and society. He must particularly learn to appreciate the importance of the institutions which are the foundation of Canadian democracy.

Within the family circle, under the guidance of our parents, our personalities develop and take shape. Our manners, morals, attitudes, aspirations and expectations are moulded by the family influence. We all know that our family is responsible for our conduct. The baseball from Billy Logan's bat that crashes through Mrs. Larson's window, compels Mr. Logan to reach down in his pocket for the price of a pane of glass. The ill-mannered child brings disgrace on the family just as the good behavior and successes of the child bring credit to the family. The family is often the cultural agent supplying the encouragement and the means for the child to learn to play a musical instrument, to sing, to dance, to paint, to read good books, and to learn numerous hobbies and sports.

A century ago family life in Canada had a firm religious foundation. Marriage was a sacred bond which only death could break. Many religious observances were woven into the pattern of every day family life. Meals began with thanks to God. Prayers were said at bedtime. The Sabbath was strictly observed by church attendance and scripture reading at home. A steadfast faith in God permeated family relationships and held the family together. The Christian religion gave the family a set of moral principles and ideals which provided the spiritual guidance that life demanded.

Today the religious foundation of the family is weakened. In many cases faith in God has been replaced by a faith in material things. Many family problems can be traced to this lack of religious belief. Marriage ties are not so strong as they were. Divorces, which break up family life, are easily obtained. Sunday is treated by many as a holiday to be given over to pleasure. The Bible and the lessons it teaches are not as familiar to many of us today as they were to our grandparents. It is clear that if we are to solve many of the serious problems that face us today we must understand the principles of the Christian faith and try to live up to them. Religion must play a large part in family life once again.

Within the family circle we learn the value of our social foundations. We discover that only through co-operation, as we work and play together, can we make our best contributions to the group life,



whether at home, in school or in the community at large. In co-operation we also learn to value the rights and abilities of others, an important consideration in democratic behavior. In fact, we may say that democracy begins in the kind of family in which individuals are trained to live together co-operatively.

Family life is rapidly changing under the influence of modern industrialism. The pioneer home performed many more functions for its members than does the modern home. In pioneer days families ground their own flour, cured their meat and spun their cloth. They were, in fact, almost completely independent of outside help in meeting their requirements of food, clothing and shelter. They were also dependent on their own resources for recreation. The family attended community gatherings as a group, and young and old entered into the simple pleasures of the spelling bee or the square dance.

Today machinery performs many of those tasks that used to be part of the household work and we are not expected to know how to weave and bake bread as our grandmothers did. There is less drudgery in the home for parents and children but there is still the need for team work. There are still jobs to be done such as washing-up and dusting that require our help. This willing team work is the basis of family life.

Within the family circle we learn the importance of kindness and the willingness to share, without which life would be very grim. We stay at home to look after the baby while our parents go out. We pass on toys and clothes to needy people. From our allowances we make contributions to the church and to charitable organizations, the Red Cross, the Salvation Army, etc. Acts of kindness, we find, not only win us friends but bring their own reward in kindness returned.

Family relationships have undergone a change during the past fifty years. The rule that children 'should be seen and not heard' which used to be rigidly observed has now been modified. Harsh discipline which was once considered necessary by even the kindest of parents has been replaced by a self-imposed discipline. In other words instead of wiping our shoes on the mat before going into the house because we fear the sharp and perhaps painful reminder from mother that mud is not welcome on the kitchen floor, we do so because we appreciate a clean house and understand and share the work involved. The old autocratic rule of parents in the family has largely been replaced by democratic methods. Responsibility in the family is largely shared according to age and capacity.

The obligations of the family towards matters of health, education and recreation have not been lessened in recent years although the state has assumed some responsibility in these fields. Our health education begins at home and the family must learn to use the many health services offered by the state. The state uses a minimum of compulsion in a democracy. This can be seen in our education laws. Parents must send their children to school in Alberta between the ages of seven and fifteen, but the many educational opportunities beyond the eight grades of elementary school are taken advantage of by the family on a purely voluntary basis. So far as recreation is concerned there has been a general change in attitude on the part of the family.

When the family chores took up so much time, play was regarded as a wicked waste of time. Now we realize that a lot can be learned through play and with our increased leisure time recreation plays an important part in family life. In summer the lake cottage, picnics and car trips provide families with outdoor enjoyment and in winter the home is the scene of family games, family hobbies and radio listening. Often the best features of family life are brought out when all members of the family play together.

### Test your understanding of these paragraphs

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
  - (D) If you think the statement disagrees or contradicts the ideas in the above paragraphs.
  - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. In the family circle we may develop a sense of responsibility towards ourselves and towards the family as a whole.
  2. The school alone is responsible for our education.
  3. Living together cooperatively as a family is the foundation of a democratic society.
  4. The pioneer family held together much better than the modern family does.
  5. Children should willingly make themselves responsible for certain tasks in the home.
  6. Family life should never interfere with the individual wishes of any of its members.
  7. "Spare the rod and spoil the child" is not a good maxim.
  8. Family life is largely controlled by the state.
  9. Family recreation is impossible because of the difference in ages of members of the family.
  10. Family life is often more secure in homes where the Christian religion is actively practised.

We must now expand our knowledge of this sub-problem by **reading, investigation and group discussion**. Below are some suggestions on how to proceed. Note that there are three main headings entitled READ, DO and DISCUSS. Under READ are listed the books from which we can gather further information. Under DO are suggested topics for committee investigation and under DISCUSS are topics suitable for open forum and group discussion. (Small classes will undertake only one or two topics.)

#### READ

*Building Our Life Together*, pages 42-55.

*Living in Our Social World*, pages 213-291.

*Citizenship and Civic Affairs*, pages 109-165.

## DO

1. Prepare a frieze or chart depicting changes in Canadian life brought about by industrialism.  
Guide: Magazines and newspapers will supply the necessary material.
2. Investigate the size of families in your own family group going back as many generations as possible. Draw a graph showing the size of families over several generations.
3. List the qualities you consider essential in a good home.
4. Prepare a report on modern recreation available to the family.  
Guide: Make a survey of the community recreational facilities for the family.
5. Report on the activities which represent your share of responsibility in family life.
6. Collect news items and magazine articles on the problems of family life, such as divorce, juvenile delinquency, etc.  
Guide: Newspapers and magazines.  
*Living in Our Communities*, pages 122-124.
7. Arrange a bulletin board display of literature on family care provided by various health and welfare organizations in the province and by government departments.
8. Prepare a report on the family's contribution to good health.  
Guide: Red Cross pamphlets.  
Health Department pamphlets.

## DISCUSS

1. Does the modern family do enough for its children?
2. Was the pioneer home a better training ground?
3. Should there be family allowances?
4. Has industrialism improved family living?
5. Does a happy home life depend entirely on the family income?

## Things to do in other classes

Literature:—Read

*Clearing in the West*, by NELLIE MCCLUNG.

*High Plains*, by W. EGGLESTON.

*Snowbound*, a poem by WHITTIER..

Mathematics:—Graphs.

Community Economics:—Community problems under discussion that link up with the Social Studies.

Health:—Various health topics.

## Pupil's Notebook

Should contain:

- (1) Summaries of reading done.
- (2) Summaries of reports given.
- (3) Pictures of modern family living.
- (4) Paragraphs on suggested topics.
- (5) Any charts, graphs and diagrams developed in class.

## Sub-Problem 2

### HOW HAS INDUSTRIALISM AFFECTED THE PHYSICAL ASPECTS OF FAMILY LIVING IN CANADA

(Five Periods)

#### Overview of Unit

What a fascinating array of gadgets and labour-saving devices for the home we see displayed in the hardware store today! There is hardly a job in the home that cannot be done by one of these attractively produced mechanical contrivances. Washing machines, ironers, vacuum cleaners, dishwashers and many other machines are produced in large quantities at a price that enables most families to buy one or more of them. What do they mean to family life?

(I) Increased comfort in the home.

Undoubtedly the home of the average citizen is now much more comfortable than was the case a century ago. Improved heating, lighting and plumbing are the chief items but many other things will come to mind when we study or discuss this point.

(II) Less hard work for all members of the family.

A few labour-saving devices to be found in the home have already been mentioned, but there are still a thousand and one articles that we can think of that make light work of the many jobs that must be done for the family. Sewing and mending can be done quickly with the electric sewing machine. A telephone call brings the needed groceries which years ago meant a tiring trip for one of the family.

(III) Greater freedom.

The housewife and her helpers relieved by modern invention of many chores which took up the whole of the day now have leisure time to pursue social, cultural and even vocational activities.

(IV) Changed role of women.

The notion that a woman's place is in the home is challenged. Many married women today have regular employment, in office, shop and factory as well as the management of a home. Women too spare time from duties to take an active part in politics, in community work, sports and other engagements.

(V) Children have fewer jobs to do in the home.

Most children have heard their parents say: "You don't know how lucky you are. When I was a kid we had to . . . ." There follows a long list of chores children once had to do as their share of the family work. This leisure time is now given to some form of sport.

(VI) Outside activities tend to draw members away from the family circle.

Unless the family works and plays as a unit, home may become merely a place in which to eat and sleep. With some families there is a tendency for members to go in different directions for their leisure activities. Father may like to watch hockey, mother to play bridge and the children to engage in separate athletic and social activities. By so doing they are robbed of the companionship and shared enjoyment that comes from family group entertainment.



### Test your understanding of these paragraphs

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
  - (D) If you think the statement disagrees or contradicts the ideas in the above paragraphs.
  - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. The home of the average citizen is much more comfortable now than it was a century ago.
  2. As the mechanical efficiency of labour-saving devices for the home is improved there will be less need for the family in society.
  3. Modern inventions have produced a great deal of harmful idleness. Mankind would therefore be much better off without them.
  4. The machine has proved itself more powerful and more important than man.
  5. Married women should not be allowed to take employment with a salary.
  6. Women are now playing a very important part in public life.
  7. Children must learn how to use their leisure time to the best advantage.
  8. Family recreation is one of the best means of keeping the family together.
  9. The home-maker's task is much simpler now than it was a century ago.

The following student and class activities centre around problems of family life in urban and rural areas. Student's living in cities will be more familiar with and perhaps more vitally interested in urban problems while students living in rural areas will feel the need to study rural problems. However, there is no sharp division between the problems of the two areas and with the breaking down of rural isolation children from farm homes may be keenly interested in urban problems just as city children may want to know more about the problems of rural life. Class discussion will show where the interests of the students lie, which, in turn, will determine the activities selected for study from the following list. The number of activities or exercises attempted by the class will depend upon its size.

### READ

*World of Today*, pages 41-62

### DO

1. Prepare a bulletin board display of modern home conveniences.
2. Write a report on the lives and works of such men as Edison, Morse, Marconi and Bell.  
Guide: *Makers of the Modern World*.
3. Prepare a report on the principles and value of air conditioning.  
Guide: *The World of Today*, page 60.



4. Write a report on the best means of heating and cooking in your community. Illustrate your report with pictures and charts. State clearly the advantages of the heating system you recommend.

Guides: *Our Farm*, pages 17-27.

Magazine advertisements and pamphlets.

5. Make an exhibit of new building materials or a bulletin board display of illustrations of new building materials. On an outline map show the sources of building material in Canada.

Guide: Magazines on modern homes.

Trade Circulars.

6. Prepare a report on the modern home, rural or urban.

Guides: *The World Today*, pages 42-54.

*Farmstead Planning* (Dept. of Agriculture,  
Edmonton)

*Our Farm*, pages 17-20..

*Beautifying the Home Grounds*, Department of  
Agriculture, Ottawa).

Art books on home decorating.

Magazines such as *Canadian Homes and Gardens*.

7. Report on government schemes for low cost housing in Canada.

Guide: *Classroom Bulletin on Social Studies*, No. 10.

8. Prepare a report on the changes in family life on the farm since the introduction of the telephone, the automobile, electric power and modern farm machinery.

Guides: *The World Today*, pages 42-58.

*Makers of the Modern World*, pages 1-10.

*Our Farm*, pages 20-27.

*Farm Electric Plants in Alberta* (Dept. of  
Agriculture, Edmonton).

## DISCUSS

1. Has rural living improved?
2. Should the state build homes?

## Things to do in other classes

Home Economics: Improved methods of preparing food over the past century.

Science: The principles of air-conditioning and heating.

The principles of an electrical plant.

Drama: Dramatize telephone etiquette.

Literature: Read biographies of great scientists and inventors.

Art: Making of friezes and coloured charts.

## Pupil's notebook

Should now include:

1. A summary of the reading on home improvements both urban and rural brought about by the Industrial Revolution and their effect on family life.
2. Pictures of modern homes, and labour-saving devices.
3. Summaries of reports given in class.
4. Notes on work taken up in class.

## Sub-Problem 3

### WHAT IS THE FUNCTION OF THE COMMUNITY IN OUR SOCIETY

(Five Periods)

#### What is a Community?

The word 'community' means something to every grade 9 student although its full meaning may not be quite clear. We think of a community first as a place. If we live in the city our community is made up of several or many neighborhoods with names such as Riverdale, Logan Flats, or Highlands; if we live in a small town or a village our community may include the whole town or village; if we live in a remote rural area, miles from the nearest village, our community may consist of every farmer living within a four-mile radius of the local school or church. More important than the community area is the group of people that live in that area, for they give life and expression to what would otherwise be merely a name on a map. A community then is a group of people living in a particular locality under the same law.

Within the past few years Canadians have become conscious of their responsibilities as members of a community in our modern society. In the early pioneer days in the west a fine community spirit prevailed amongst the new settlers. Neighbors worked together in building rough log-shacks and clearing the land; women helped each other in times of sickness or in the busy harvest season; and community picnics, barn dances and church socials were the popular sources of entertainment. Time has changed these pioneer settlements. Roads, nearby towns, automobiles, radios and other modern forms of entertainment have created new community problems. They have in no way lessened the importance of the community as one of our social foundations.

#### Living Together in a Community

People living together in a community rely on one another to perform certain services for the rest of the community. Doctors, lawyers, teachers, dentists give the community professional services; store-keepers, merchants, garage mechanics offer goods and services; clergymen attend to the spiritual welfare of the community; librarians, theatre owners, athletes, provide recreation; policemen, firemen, postmen give the community three more important services. These are some of the services our community may provide. Well-organized communities will offer the best services. Some communities for a number of reasons become down at heel and cease to function properly. Others are new and are too young to be well organized. Our reading and investigation will enable us to find out what the true function of the community is and to ascertain for ourselves how well our own community is meeting the needs of its members.

#### Test your understanding of these paragraphs

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
  - (D) If you think the statement disagrees or contradicts the ideas in the above paragraphs.
  - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. The people who live in a community can satisfy their needs better through community living than by living in isolation.
  2. All communities in Alberta are self-sufficient and independent.
  3. The early settlers in Western Canada possessed a fine community spirit.
  4. Community life is democratic because it is the people themselves that largely determine the nature and progress of the community.
  5. A wealthy community should not be expected to give financial assistance to poorer communities.
  6. Good leadership and generous cooperation from all members are important means to successful community living.
  7. Children are important members of the community. Only where children and adults work together with respect and neighborliness can a good community exist.
  8. The automobile has lessened the need for community life.
  9. Pride in the home town is a worthy and commendable feeling.

## READ

*Living in Our Communities*, pages 3-60.  
*Building Our Life Together*, pages 91-109..  
*The World of Today*, pages 62-72.

## DO

1. Make a report on the organization and function of your local government. Illustrate your report with charts.  
 Guide: *Our Local Government*.  
 Annual report of local government.
2. Make a circle graph showing the chief social services in your community and their approximate cost to the people of the community.  
 Guide: Annual report of the local city, town, village or municipal council.
3. Interview persons who make important contributions to community life and report to the class.

4. Write a short report on certain communities in Alberta, the reason for whose existence is well defined.

Examples: Wetaskiwin, a trading centre; Drumheller, a mining centre; Banff, a tourist centre; Turner Valley, an oil centre. On an outline map of Alberta mark communities with a symbol representing the reason for their existence.

Guides: *Living in Our Communities*, pages 4-5.  
*Your Opportunity in Alberta*, Dept. of Economic  
*The Alberta Vacation Cruise*, Affairs, Edmonton.  
*The Alberta Traveller*, (A.M.A., Edmonton.)  
*Alberta, Nature's Treasurer House*.

5. Draw up a plan for improving your community. Illustrate it with pictures and charts.

Guides: *Building Our Life Together*, pages 475-493.  
*Community Centres in Alberta*, (Dept. of Extension,  
University of Alberta.)  
*Community Centres*, (Canadian Council of Education for Citizenship, Ottawa.)

## DISCUSS

1. Should utilities (electricity, water, gas) be privately or publicly owned?
2. Should the community assume the responsibility for better recreational facilities?
3. What social services should we expect from our community?

## Things to do in other classes

Drama: Plays or pageants dealing with community life.

Science: Community services such as water supply.

Mathematics: Graphs and percentages on costs of public services.

Health: Health services of the community.

Community Economics: History of trade and commerce in your community. (Our Store).

## Pupil's Notebook

Notes should include:

1. Summary of reading on the function of the community.
2. Summary of class reports.
3. Collection of pictures, charts, etc., illustrating community life.
4. Notes on work taken up in class.



## Sub-Problem 4

### HOW HAS INDUSTRIALISM AFFECTED THE PHYSICAL ASPECTS OF COMMUNITY LIVING?

#### (Five Periods)

The most far-reaching change in our communities, a change which is still going on in Canada, is the shift of population from rural to urban centres. In Canada during the past fifty years the rural population has dropped from 68% in 1891 to 46% in 1941. This movement of population was particularly noticeable in Great Britain and in the industrialized countries in Europe. The crowding together of thousands of people in factory cities and towns created many social and health problems. Overcrowded, dirty tenements produced unsanitary conditions. In these slum areas children had no place to play and little was done to protect their health and to bring them up decently. It is in these areas which are gradually being reduced, that the death rate from such diseases as tuberculosis is highest and juvenile delinquency is most prevalent.

The mistakes made in the past in the building up of great industrial cities have been carefully studied by architects and engineers who have specialized in town planning. Most cities and large towns in Canada today employ an architect whose task it is to determine the best layout for the city or town and to ensure that all new building conforms to his plans. Town planners divide the city into industrial and residential zones. In the former certain types of stores and factories can be built. In the latter only houses of a certain type can be erected. This orderly building up of our towns and cities tends to do away with slum areas and produces pleasant, attractive residential areas unspoiled by industrial plants. Such planning calls for a long range view of the city's development for the next fifty or one hundred years.

The great strides in transportation of the past fifty years have made their mark on the community. The bus, the street-car, the truck and the automobile have compelled us to build good roads. And now the aeroplane requires an airport or landing strip. Mechanized transport has brought its own problems. Nearly fifteen hundred persons lose their lives every year in Canada, thousands more are injured and property damage runs into millions of dollars as a result of road accidents. Safety training and the use of safety devices are now an important part of community life.

Clean roads and well-lit streets are two more aspects of our machine age. The importance to the health of the community of a pure water supply has already been investigated. This same water supply may be used to extinguish fires, thus reducing the hazard of fire, to wash off the city streets, and to fill the community swimming pools.

Before the industrial revolution the village green was the common provision made by the community for recreation. Here the villagers gathered on holidays and for special celebrations to dance and sing and to play games. Our communities today are much better served



with recreational facilities and we have much more leisure time to devote to such pastimes. In every urban centre one finds besides our modern village green—the recreational park and ball park—town halls, theatres, dance halls, pool halls, bowling alleys, club rooms, skating rinks, tennis courts, curling rinks and other places of amusement.

Modern sanitation plays an important role in the life of our community. Streets are cleaned and drained and garbage is collected. Stores handling food are inspected by sanitary inspectors whose job is to make certain that all regulations concerning the handling and sale of food are adhered to.

Health services are another important aspect of community life which modern scientific research has given us. Well-equipped hospitals have been built in every large urban centre and in many of the smaller ones. Clinics, health centres, sanatoria, blood banks, district nurses, are other well-known health agencies whose services mean a great deal to the health and happiness of the community.

### **Test your understanding of these paragraphs**

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
  - (D) If you think the statement disagrees or contradicts the ideas in the above paragraphs.
  - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
- 
- 1. Urban communities in Canada have swollen in size during past few years.
  - 2. Cities in Western Canada have no slum areas.
  - 3. Low rentals in slum areas usually result in high taxes to combat ill-health and crime in those areas.
  - 4. Town planning places unfair restrictions on those who want to build houses.
  - 5. There is room for improvement in our safety training in Canada, both on the part of pedestrians and drivers.
  - 6. Public health services have done a great deal in prolonging the life of man.
  - 7. Good recreational facilities help to reduce the amount of crime in a community.
  - 8. Good social services are one of the blessings of our modern democratic society.

### **READ**

*Living in Our Social World*, pages 508-518.  
*Building Our Life Together*, pages 475-486.

## DO

1. Write a report on the changes that have taken place in your community during the past 20 years. State the reasons for these changes.

Guide: Interview persons who have lived in your community for 20 years or more.

Look over old copies of the local newspaper.

2. Make a report on entertainment facilities in your community now and 50 years ago.

Guide: Interview old inhabitants.

Look up old newspapers.

3. Write a report on the public health agencies at work in your community.

Guides: *Red Cross Pamphlets.*

*On the Alberta Health Horizon.*

*The Protection of the Community's Food Supply.*  
*Sanitation.*

*Sanitary Disposal of Wastes in a Community,*

Dept. of Health, Edmonton.

4. Write a report on the community police and fire protection.

Guide: Local Survey.

5. Report on the causes and dangers of slums and efforts to clear away slums.

Guides: *Living in Our Communities*, pages 78-80.

*Building Our Life Together*, pages 488-490.

## DISCUSS

1. How can we improve safety rules in this community?
2. What part of Alberta or Canada offers the greatest opportunities for a young man or woman looking for employment.
3. Are the sanitation laws properly observed in our community?
4. How should slums be removed?

## Things to do in other classes

Health: Sanitation and health agencies.

Science: Principles of chemical fire extinguishers.

## Pupil's Notebook

Notes should include:

1. Summary of reading on recent important changes in community life.
2. Summary of reports given by members of the class.
3. Pictures and other illustrative material on this phase of the work.
4. Notes on work taken up in class.

## CULMINATION OF THE UNIT

(Five Periods)

The final phase of our work on this problem is first to make certain that all the knowledge we have gained is pooled. Written reports,

booklets, lists of references, scrap books, maps, magazines and all committee or individual investigation should be placed on the classroom shelves, where all members of the class can see them. Perhaps a class period should be devoted to a review of work done, with explanations by committee members, to make certain that the whole class is familiar with it. A large bulletin board display covering the whole problem might be arranged and displayed in the hall.

Next we should turn once more to the objectives, the goals that we should have reached in our study and investigations of the problem. They are:

1. An understanding of the function of the family in modern society.
2. An understanding of community organization.
3. An appreciation of the effects of industrialism, science and modern invention on family life with special reference to further changes that may take place in the future.
4. An awareness and an understanding of the problems connected with family and community life in both rural and urban areas.
5. A better understanding of the function of local government in providing social services.

## **REVIEW EXERCISES**

Our review of the whole problem can be carried out very effectively by the discussion of general topics related to the above objectives. Small groups can have round table discussions and large classes open forums led by the teacher. These discussions, topics for which are listed below, will enable us to use the knowledge we have gained by our study and investigation of the problem.

### **Objective No. 1**

1. How do the principles of democracy enter into family life?
2. What are the chief responsibilities of (a) the parent (b) the child, in family life?
3. Why is there a feeling of satisfaction in going home?
4. To what extent are our ideals and standards of conduct established in the home?

### **Objective No. 2**

1. How is the community the best training ground in good citizenship?
2. What are the services rendered by the community to its members?
3. What truth is there in the statement that community ideals and community living set the standard for national ideals and national life?
4. How laws are made in the community and the necessity for obedience to these laws.

### **Objective No. 3**

1. What are the chief benefits that the family has derived from the efforts of modern scientists and inventors?
2. How has modern invention improved the community facilities for recreation?
3. What conservation methods should we employ in Canada in order to meet our obligations to future generations?
4. War brings misery to almost every community in the world. How can war be prevented and lasting peace established? What is being done now?
5. How are town planners building for future generations?
6. How does the best type of family life benefit future generations?
7. How does a clear understanding of the role of the machine in family and community life enable us to understand our times? What trends in new inventions will bring further changes in family and community life in the future?

### **Objective No. 4**

1. What has been the effect of the automobile on (a) family life, (b) community life?
2. How does the modern city remedy the serious defects of crowded living conditions brought about by industrialism?
3. How has rural isolation been broken down in Alberta by modern invention?
4. Has man learned to use the machines he has created so that society as a whole derives the greatest benefits from them?

### **Objective No. 5**

1. What are the chief social services directly provided by the local government?
2. How can the individual help to improve the services provided by the local government?
3. Why is local government referred to as the foundation of democratic government.

### **Written Review Exercises**

Write a short essay on any of the following topics.

1. Changes in the community that I have noticed during the past few years.
2. Why do we work?
3. The story of a great scientist (or inventor).
4. A progressive community.
5. What family life means to me.
6. Our Community League; or Our Local Fire Protection; or Our Municipal Hospital Service.
7. Looking after the aged and needy in Alberta.
8. The most important labour-saving device in our home.



## Pretest Review

Turn to your answers to the pretest on page 4 of this study guide and check your answers. Make any changes that you think are necessary now that you have studied the problem at length.

Compare your answers with these:

- (1) A; (2) D; (3) N; (4) D; (5) D; (6) A;  
(7) A; (8) D; (9) A; (10) A.

## Study Review Exercises

Study your notes on the reading, reports and other classroom work. A review of all the facts learned in the development of this unit is desirable. This should be prepared by the teacher.

## Audio-Visual Aids

The following list of films and filmstrips which may be used to illustrate the work in this unit, is taken from the catalogues of the Audio-Visual Aids Branch, Department of Education.

- Defending the City's Health*, T-193.  
*City Water Supply*, T-71.  
*Every Drop a Safe One (Purification of Water)*, T-47.  
*Sewage Disposal*, Q-213.  
*Safety Patrol (Street Safety)*, T-392.  
*Home Electrical Appliances*, T-99.  
*Property Taxation*, T-214.  
*Atomic Energy*, T-300.  
*History of Power*, T-17.  
*Bronco Busters (Calgary Stampede—KODA)*, T-413.  
*North-West by Air (Edmonton to Whitehorse)*, T-86.  
*Highways North (Alaska Highway)*, T-16.  
*Irrigation Farming*, T-290.  
*Just Weeds (Weed Control—KODA)*, T-85.  
*Soil For Tomorrow (KODA)*, T-264.  
*Local Government (Local Council—ENGLAND)*, T-252.  
*Industrial Revolution*, T-75.  
*They Live Again (Insulin—BANTING)*, T-245.  
*Making Shoes*, T-302.  
*Cattle Country (Ranching—Southern Alberta)*, T-261.  
*Dehydration*, T-155.  
*Romance of the Reaper*, T-381H.  
*Behind the Headlines (Newspaper Industry)*, T-329.  
*Growth of Cities*, T-205.  
*Aeroplanes Change the World Map*, T-1.  
*Our Shrinking World (Development of Transportation and Communication)*, T-278.  
*Mass Production*, Q-177.  
*The City (Overcrowding, Better Planning)*, T-5.  
*Tom Joins the Safety Patrol*, P-107.  
*Story of Penicillin*, P-742.  
*International Date Line*, P-281.



*Irrigation*, P-306.  
*Farming in the Far North*, P-402  
*Pepys's London*, P-357  
*Port of London, Its History*, P-488.  
*Reclamation—A Vital Industry*, P-298.  
*Local Government in an English Country Town*, P-771.  
*Madame Curie and the Story of Radium*, P-70.  
*Railroad Family*, P-515.  
*Story of Rayon*, P-654.  
*We Visit a Modern Meat Packing Plant*, P-229.  
*Man's Shelter Today*, P-274.  
*Early Man and His Food*, P-273.  
*Mechanical and Industrial Progress (U.S.A.)*, P-417.  
*"The Times" Goes to Press*, P-671.  
*Housing*, P-405.  
*City Planning*, P-400.  
*Mail, Historical Survey*, P-669.

## Problem VI.

### HOW OUR HOMES AND COMMUNITIES PROVIDE FOR MAN'S CULTURAL NEEDS

#### I. OVERVIEW OF UNIT

In Unit V we learned how our homes and communities are meeting our physical and material needs. We were concerned with our changing social surroundings under the influence of modern industrialism. We noted the problems of housing, slum clearance, health, city planning and recreation in both rural and urban centres. Now, in Unit VI, our attention is turned in a different direction to the problem of man's cultural needs and to the part our communities play in their fulfilment.

We have often heard it said that "man does not live by bread alone". (What is the source of this quotation?) This statement means that physical and material comforts are not sufficient for complete living. Our homes and communities must do something more than make people healthy and comfortable. They must provide opportunities for people to gain in knowledge, to enjoy beauty and to practice religion. The fine arts, music and literature are the highest forms of human cultural achievement. Religion provides moral and spiritual guidance; it is "the light of life" which lightens and directs the way to the true ends of life and the attainment of our ideals.

Have we ever thought about the true meaning of the word "civilization"? Does civilization mean only material comforts such as modern plumbing, automobiles and radios? Undoubtedly these are a part of our civilization. Such inventions have given us the highest living standards that mankind has yet enjoyed. Are they, however, a necessary mark of a civilization?

We might answer this question by turning to the pages of history. Man has generated many civilizations over the past thousands of years which, after reaching their peak of achievement have gradually declined and come to an end. No former civilization that we know of reached our standards of material comfort, our speed of transportation or our mastery over nature, yet all have achieved some form of culture that distinguishes them as civilized. They have left records of art, music and literature that indicate a full flowering of human effort towards finer living. The primitive savage chipping a picture on a piece of bone, kneeling in worship to the rising sun, or whirling fiercely in some tribal dance was giving expression to basic human needs. It is a far cry from such simple forms of culture to modern art galleries, theatres and churches, yet herein lies the story of civilized living. The quality of man's cultural achievement is a measure of his civilization.

Our problem for the next few weeks is to see how our communities may provide for civilized living. We shall have to read widely and study our own community. Our object is to learn to appreciate the educational and cultural opportunities of our immediate surroundings.

#### Pretest—

Test your own ideas about what has been said in the above paragraphs.

Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the idea expressed in the above paragraphs.
  - (D) If you think the statement disagrees or contradicts the ideas of the above paragraphs.
  - (N) If you think the statement neither agrees nor disagrees with the ideas expressed above.
1. Our problem in Unit VI is to consider how incomes may be raised.
  2. People should expect more from community living than material well being.
  3. Man's greatest achievements are those of providing quick and comfortable travel.
  4. All artists should be employed and paid by the state.
  5. A nation could be highly civilized without cultural or religious achievements.
  6. Our civilization excels in its mastery over nature.
  7. Our civilization possesses the finest cultural achievements of recorded history.
  8. Primitive people have had neither cultural nor religious expression.
  9. To be cultured is to be civilized.
  10. Physical comforts are sufficient for complete happiness.

Keep your answers to this test so that you can compare your present ideas with those you may have after you have studied the entire problem. You may discover interesting changes in your opinions.

Can you use the following words in a sentence? Culture or cultural; spiritual; material or materialistic; civilization; primitive; cultural achievements.

### **The Objectives of this Problem—**

Every unit in the course in Social Studies has certain objectives; that is, certain understandings that we should reach during the development of the unit. The following five statements briefly sum up these objectives.

1. An understanding of the school as a social institution.
2. An appreciation of the arts in their relation to home and community life.
3. Some concept of the need for religious expression in group living.
4. An understanding of the function of the home and community in meeting man's needs for knowledge and beauty.
5. Increased tolerance towards people with different forms of religious expression and differing cultures.

### **Organizing Our Work**

How we study the problem will depend on the size of our class. A small group should develop an outline of the material for study and plan the activities under the guidance of the teacher. With larger classes there will be enough students to have several committees at

work on different topics. The smaller class will have fewer committee investigations and may limit its survey to a reading and discussion of the contents of this study guide.

Here are questions which will assist in making the initial survey or overview. The questions indicate suitable divisions of the unit.

1. HOW DOES THE MODERN HOME AND COMMUNITY MEET OUR EDUCATIONAL NEEDS?
2. HOW DOES THE COMMUNITY PROVIDE OPPORTUNITIES FOR THE ENJOYMENT OF ART, MUSIC, DRAMA AND LITERATURE?
3. HOW ARE OUR NEEDS FOR RELIGIOUS EXPRESSION BEING MET?

In our overview we should do the following work.

- (1) Make a survey of the available material that will help to answer the above questions. This survey may be carried out through discussion, reading the course of study or reading this study guide.
- (2) Decide which committee investigations are to be undertaken. These may be chosen from the study guide. Committees may also be selected and commence work immediately in order that their report be ready at the appropriate time.

N.B.—The teacher is referred to the Social Studies Bulletin on the organization of committees. Small classes of from three to five pupils should attempt only three or four committee investigations throughout the entire unit.

### **Pupil's Notebook—**

A brief outline of the material of the unit might form the first page of notes in this unit.

## Sub-Problem I.

### HOW DOES THE MODERN HOME AND COMMUNITY MEET OUR EDUCATIONAL NEEDS?

#### II. DEVELOPMENT OF UNIT

In Canada today the public school is the most familiar symbol of our effort to encourage and promote cultural growth. There is hardly a community that is not provided with some kind of school. The log schoolhouse was one of the first buildings erected in our pioneer settlements. Now education accounts for a large part of public expenditure. We place a great deal of stress in our Canadian communities on the importance of learning.

Education means many things to many people. Some consider a good education as a means of getting ahead in the world, a better job, higher income; others regard it as a mark of social success. These ideas are, in reality, very narrow views on the purposes of education. The educated person is one who has learned to live richly through the enjoyment of the fruits of culture. He is familiar with the art, music and literature of his civilization. He has perhaps learned to express himself in some creative pastime whether it be manual arts, dramatics or music; or in such activities as public service, church work or leisure reading. He is aware that a community should do something more for its members than cater to their comfort. He has become the master of his machine-made environment, not its servant.

This definition of an educated man may serve to modify our ideas as to why we are attending school. Education should give us, of course, the tools for making a living, but it should teach us as well the art of finer living. Man has accumulated his store of knowledge slowly and painfully over the centuries. With it he has conquered his environment and from it he gains the power to rise above that environment. It represents his striving towards noble ends, a vision of humanity at its best.

**The Home**—We have perhaps thought of education as something limited to school life. We learn, however, from many sources. Our first and most vivid lessons are those learned in the home. The pioneer parents taught their children many of the arts of living required for pioneer days. Weaving, bread making, and carpentry were among the skills that were passed on to the next generation. The modern home does little of this; instead it surrounds its members with such products of industrialism as newspapers, magazines and the radio.

**The Radio**—The radio exercises a strong influence on the modern home. It provides endless opportunities for real enjoyment. Much may be learned from it. Nevertheless its indiscriminate use may lead to a radio-dominated home, one in which the machine plays endlessly giving the family little opportunity for conversation or quiet reading. Certain magazines provide stimulating reading and informative articles; others dull the taste for good literature by their continuous emphasis on crime, sex, or fantastic adventure. The boy or girl who lives in a home in which the magazines and books are carefully selected and in which the radio is a servant and not a master, is indeed fortunate.



**The Movies**—The moving picture, another product of industrialism, is doing much to broaden our experience and direct our thinking. Many boys and girls in Alberta attend a show at least once a week. While the object of such a show is primarily entertainment, from each film we take away some bit of information, some new idea of the world and perhaps, quite unconsciously, some different slant on behavior. Moving pictures are doing much to set standards for our Canadian youth. Again are we the servants of the machine or its master? Do we permit the unreal life that the screen portrays, the actions of celluloid heroes and heroines to influence us far beyond their real importance? These are matters for consideration in this unit.

**The School**—Finally we should consider the school as the main institution for learning in our community. Next to the home and along with the church the school plays an important part in the development of Canadian youth. It is the means by which the accumulated learning of man is passed on to each succeeding generation. It teaches youth to meet the problems of living in our modern world. It provides the necessary skills and training for citizenship. The school is, in fact, the cornerstone of our democracy.

Canadian education is noted for its state-supported, public and separate school systems. Our schools are open to all without distinction of race or creed, providing free education from grades one to twelve for all who want it. They are an expression of the true spirit of democracy. State-supported education on the scale which exists in Canada and the United States is unique in history. The story of its development typifies the growth of democracy on this continent. The facts of this story are worth learning as a means of understanding and appreciating fully the part the school plays in community living.

### **Test your understanding of these paragraphs:**

1. Summarize in a paragraph of five or six sentences the main ideas expressed in the above paragraphs.
2. If you are a member of a small class appoint a chairman and hold a round table discussion on the following. A large class might have an open forum or a discussion led by the teacher.
  - (1) Why do we attend school?
  - (2) What is an educated man?

We should now further our knowledge of this sub-problem by **reading, investigation** and **group discussion**. Here are some suggestions on how to proceed. Note that there are three main headings entitled READ, DO, DISCUSS. Under READ are listed the books from which we can get further information. Under DO we shall find suggested topics for committee investigation and under DISCUSS are listed suitable topics for open forum and group discussion. Current happenings in the community that are related to the sub-problem in hand should be introduced to our discussions and reports whenever applicable. We are vitally concerned with all local developments and opinion. Newspaper or student reports of meetings and all local events connected with education will help us to understand and appreciate the trend of thought on the sub-problem we are studying.

## (a) Sources of Education in the Home.

### READ

*Living in Our Communities*, pages 142-144.  
*Building Our Life Together*, pages 41-48.

### DO

1. Have a committee make a survey of radio programs which are educative as well as entertaining. The possibilities of learning from the radio may be thoroughly explored. Committee members may report on recent programs.
2. Prepare a picture chart of the various things in the home that develop learning. Radio, books, magazines, conversation, games, musical instruments, tools, etc.

### DISCUSS

1. How the home contributes to education.

## (b) Sources of Education in the Community.

### READ

(Any one or all of these references)  
*Our School*, (Community Economics Series), pages 15-35.  
*Living in Our Communities*, pages 144-153; 160-165.  
*Building Our Life Together*, pages 59-67; 72-77.  
*Living in the Social World*, pages 453-469.

### DO

Have committee investigations and reports on one or more of the following. Small classes should select only one or two topics.

1. How the local school system is administered.  
Guide: Interview the local superintendent or Board member  
Get financial statement and superintendent's report.  
Look up Community Economics file on Our School.
2. Pioneer schools of Canada.  
Guide: See *Romance of Canada*.  
*Pioneer Days in Ontario*.  
History of Local School prepared by Community Economics classes.
3. How the educational system in Alberta looks after the educational needs of its youth.  
Guide: *Our School* (Community Economics Series),  
*Program of Studies*,  
*School Act*,  
*Radio Guide*,  
Catalogue of Visual Aid,  
University Calendar, if available.  
Calendars of Schools of Agriculture and  
Institute of Technology, if available.
4. Some outstanding teacher past or present.  
Consult encyclopedias.
5. A schoolboy of Ancient Greece or Rome.  
Guide: Find out what he studies in school.  
See Capen, *Across the Ages*.

**DISCUSS** (Topics for open forums or group discussions)

1. Should the school-leaving age be raised to eighteen?
2. Is radio a detriment or aid to education?
3. What is the difference between schooling and education?

**Language Exercises**

Write an essay of two or three paragraphs on a topic of your own choice or on one of the following:

1. What I learn from radio.
2. What I learn from the movies.

**Notebook Inventory**

All classes or students will not have the same material in their notebooks. Here are some suggestions as to what we might include in them at this point in the unit.

Notes on sources of education in the home; sources of education in the community. Pictures of community institutions that contribute to education.

## Sub-Problem II.

### HOW DOES THE COMMUNITY PROVIDE OPPORTUNITIES FOR THE ENJOYMENT OF ART, MUSIC, AND LITERATURE

**Beauty**—Beauty is an elusive quality, difficult to define, but none the less real. No two persons will agree completely on what is beautiful, yet all have been thrilled by a magnificent sunset, felt the peace of a shady tree-lined road or been charmed by a haunting musical phrase. Beauty is probably our ideal of perfection; the closer an object comes to this ideal the more beauty it possesses for us. Consequently the mechanic finds beauty in the sleek contours of a car or the hum of its motor; the young lady looks for it in the balanced lines of a spring costume; the musician hears it in the vibrant notes of a good violin. Beauty is not something to be enjoyed by the few who visit art galleries; it can and should be part of our daily living. The man who spades a flower garden on the edges of his lawn, the community that plants an avenue of trees are each giving expression to a common urge for attractive surroundings.

Throughout our past men and women particularly sensitive to beauty in its many forms, and possessing exceptional creative talent have achieved great heights in artistic expression. They have left for us a rich legacy of human accomplishments. These are the artists, musicians and writers of our civilization. Each generation has its share of these individuals whose genius reflects the striving of their age towards a clearer understanding of life. Perhaps the number of such people in any particular generation or age is a measure or indication of the quality of its culture. A generation of people who think only of material things and who are concerned mainly in becoming wealthy may produce very few great artists. Similarly a community that shows no concern for the cultural interests of its members is failing to provide opportunities for a well-rounded life.

Art influences our surroundings much more than we realize. Modern industry has used artistic principles in the design of many of its products. Much of industrial art is functional; that is usefulness or function determines its pattern. A modern car is styled to cut down wind resistance so that its streamlining is both attractive and useful. A streamlined radio cabinet would however, be quite without purpose and pure affectation. Public buildings today are designed for the purpose which they are to serve. Their outlines are startlingly different from those constructed thirty years ago. We should become familiar with the changing forms of architecture in the homes and public buildings of our communities.

**Canadian Art**—Our Art education in Western Canada is, for the most part, the responsibility of the school. Alberta has few art museums or collections of art open to the public where the student may examine original works of art, water colours, oil paintings, etchings, engravings, sculpture, etc. Our knowledge and appreciation of art is usually based on small reproductions which today are very good, thanks to improved printing methods of reproducing colour. From our art teacher we also learn the rudiments of colour and design and the use of pencil and brush in simple art projects.



So many books have been written about great artists and their work that it is possible to be quite familiar with Rubens, Rembrandt, Whistler, Monet, Kane, Thomson and Harris without having seen their original work. For our brief survey of Canadian art we may have to rely on the books and magazines and reproductions in our school and community libraries. Perhaps a visit to an imaginary Canadian art museum may help to provide a guide to art activity in Canada.

The first thing that catches our eyes as we enter this art museum are the specimens of Indian art, shapely snow-shoes, deer hide garments artistically decorated with fur, hair, claws, quills and beads, stately headresses, and many other personal adornments, tools and weapons. This work has no direct connection with Canadian art but we shall notice in the course of our visit that the Indians have provided subject matter for a large number of Canadian paintings.

From the Indian art we pass to an exhibition of early French-Canadian art. Here are pieces of fine wood carving, metal work, hooked rugs, photographs of churches and houses built by the early settlers and reproductions of paintings from churches. It was through these paintings of religious subjects that many Indians learned about the Christian faith.

When Canada was still a very new country, explorers, surveyors and Englishmen on military or naval duty with some artistic ability made drawings of the new, strange scenery they saw. These artists are usually referred to as topographers because their chief purpose was to reproduce the striking physical features of the country as truly as possible. A few of these old sketches, mostly small water colour paintings are in the museum. There are pictures of mountain scenery, Niagara Falls, scenes in old Montreal and Quebec, and life amongst the Indians and the early settlers in Eastern Canada. Amongst these works two names are outstanding. First, that of Paul Kane, who a hundred years ago, made the return trip across Canada during which he made many sketches of Indian life. Although not a great artist, Kane has left us many charming and authentic pictures of Indian life as he saw it. The second name is that of Cornelius Krieghoff whose subject matter was the simple life of the habitant. Look for a moment at his picture entitled, 'Running the Tollgate'. It is a bright winter's morning in Eastern Canada; a horse and sleigh gallops past the toll-house from which a Scotsman in tam-c-shanter emerges looking very annoyed, while the farmer in the sleigh who has failed to stop and pay the toll, thumbs his nose at the gate keeper. Apart from the humour, the artist has given us a very pleasing Canadian winter scene.

The next section of the exhibition we come to is called Canadian Art, 1880-1919. Here the eye is greeted by larger canvasses of Canadian landscapes painted in bold lines and bright colours. Noteworthy amongst these are two or three paintings of the wild northern Canadian scene by Tom Thomson which depict the rugged newness of the Northland.

We pass on to a section with a strange title, 'The Group of Seven'. The title refers to a group of seven artists, Carmichael, Harris, Jackson, Johnson, Lismer, Macdonald and Varley, who in 1919 formed a group devoted to a distinctive form of Canadian art. There is nothing photographic about their art. They boldly interpret with strong outlines and

vivid colours the clear atmosphere, the rugged mountain masses and the lively colours of the Canadian landscape. To some spectators these pictures are strange and overpowering; to some they appear ugly. Whatever our feelings may be, these artists were making an honest attempt to paint their native landscape with feeling and from a Canadian point of view.

Lastly we come to the display of living amateur artists. Here we see a large number of pictures painted in many different styles and portraying many angles of Canadian life and the Canadian scene. There are many beautiful pictures of the Rockies, a favorite subject with most artists, prairie scenes with the familiar grain elevator on the skyline, pictures of city life, portraits, still-life studies of flowers, seascapes from the eastern and western coasts. These amateur artists whose work generally appeals to the ordinary man, have mostly been trained in the art schools that have been formed in every province in Canada during the past fifty years or so. Some of these schools are affiliated with or are part of our universities, as is for example, the Banff School of Fine Arts. Besides these schools we have now a growing number of art clubs.

Our trip to the art museum has shown us that there is a distinctive Canadian art, which like our country is young and vigorous. As young Canadian citizens we ought to find out all we can about it and learn to understand and enjoy it by visiting and supporting our local museums and school art collections.

### **Art Collections in Alberta**

The Edmonton Museum of Arts.  
The University of Alberta.  
The Parliament Buildings, Edmonton.  
Coste House, Calgary.

### **National Art Gallery of Canada, Publications**

Colour reproductions chiefly of works by Canadian artists

- (a) Postcard size, 5 cents,  
on thin paper, 2 cents.
- (b) Plate  $7\frac{3}{4}'' \times 8\frac{3}{4}''$  mounted on buff paper  
 $14\frac{3}{4}'' \times 12\frac{3}{4}''$ , 25 cents each, or 5 for \$1.00.

Leaflets giving a short biography of the artist and notes on the painting are sent free on request with size (b). Twenty Canadian and ten British and foreign artists are listed.

- (c) Large cards,  $22'' \times 28''$  containing two to seven reproductions covering the history of Canadian paintings are available at \$1.00 per card.
- (d) Photographic postcards, 5 cents each.
- (e) Photographs, size  $8'' \times 10''$ ; glossy print of every painting in the permanent collection at 50 cents each.
- (f) Silk screen prints designed by Canadian artists or adapted from existing paintings, size  $30'' \times 40''$ , price \$5.00 each less 20 per cent discount to schools. These make attractive decorations for classrooms.
- (g) "Canadian Art" a magazine devoted entirely to Canadian art. It is published by the National Art Gallery of Canada,

price \$1.25 a year. Well illustrated with pictures of Canadian and other artists, it covers art activity throughout Canada.

## Music

Music has always been very much a part of daily living. Singing and dancing are natural forms of expression whenever people meet together. We have learned in our music classes some of the folk songs and folk dances of the different nations. Folk music, as the name suggests, is the natural art of the people growing spontaneously out of their national life and giving expression to their national character. The Welsh, the Scotch, the French-Canadians, the Germans, the Russians, the French and others have produced songs typical of their countries which enrich the world's store of music. Great composers have given voice to the musical spirit of their nations in outstanding compositions for all to enjoy. Music, though frequently national in character, knows no boundaries in its appeal or its power to satisfy our urge for finer living. Very few of us have seen the plains of Russia but we have been thrilled by the music of such men as Shostakovich and Tchaikowsky.

The modern home and community has at its disposal many opportunities for the enjoyment of music either through listening or by active participation. Radio brings into our homes the works of famous composers played by the world's finest artists. The performances of such famous orchestras as the New York Philharmonic or the Toronto Symphony are ours for the effort of turning a button. A phonograph record collection in the home brings us famous performers playing our favourite compositions. The movies have popularized great music by filming the lives of outstanding musicians. Modern industry, through its inventions, has made possible a much richer life to those who love fine music. Many communities offer opportunities for direct participation in music making. Membership in bands, orchestra, and choral groups is possible for those whose feeling for music leads them to become performers.

Musical education in Alberta has received stimulus and encouragement from the Alberta Music Board and the Western Board of Music. The Western Board of Music is an examining body composed of representatives of the universities, Departments of Education and professional musicians of the three prairie provinces of Alberta, Saskatchewan, and Manitoba. Its object is to establish and develop a musical education suited to the needs of the people in our western communities and closely related to our system of education. This latter point is of importance since music is accepted for credit towards our High School Diploma. The Board now sends examiners to rural communities, enabling smaller centres to hold musical festivals which will undoubtedly give greater opportunities and encouragement to students, teachers and all interested in good music.

The listener in Alberta is not confined to radio programs and phonograph recordings for his musical entertainment. In Edmonton and Calgary there are symphony orchestras that give series of concerts each winter and musical celebrities brought to the province by our musical clubs perform at concerts arranged for the public. Through the efforts of an organization known as 'Prairie Concerts' small urban



centres and rural communities are now able to bring talented musicians to rural audiences.

## **Drama**

Some of us have taken part in a play. Drama is an ancient and noble form of human expression. It combines the art of acting with that of language and provides an opportunity for performers and audience to share in the enjoyment of great plays. The development of the theatre is closely linked with the growth of English literature in the history of our culture. Shakespeare, one of England's great writers, wrote almost entirely for the stage. His plays can be understood and enjoyed to the full only when presented in the theatre by a capable caste of actors.

Before the invention of the moving picture every fair-sized city had its stock company (group of professional actors) who performed plays for public entertainment. The movies in the past twenty years have monopolized the entertainment field. Now the professional theatre in which plays are acted by paid performers exists only in the large cities such as New York and London. The moving picture industry brings its celluloid products into the smallest communities. The movie has supplanted entirely the road show and stock company of the first part of our century.

If the moving picture has reduced the scope of the professional theatre it has given drama and dramatics to the amateur. The Little Theatre movement, an organization for the production of plays, is carried on entirely by those who act for enjoyment alone. Drama festivals held in every part of Canada provide opportunities for people to participate in the presentation of plays. A Dominion Drama Festival held yearly has become a high point in Canadian cultural activities. Many communities are organizing dramatic groups as members of the Alberta Drama League and are providing small theatres for their activities. Have we such a group in our community?

## **The Public Library**

At no time in our history has there been the wealth of reading material available that there is today. There is a constant flow of books, magazines and papers from the huge presses used by modern publishing firms. These are distributed by bookstores, book-clubs, public and lending libraries so that few communities have no access to current reading. The public library is an important institution in larger communities. From its shelves people may borrow the great works of the past and the best books of the writers of our own times.

The public library has become a cultural centre influencing community reading habits, providing a rich source of leisure reading and serving those who seek wide knowledge.

Library services are provided for every community in the province through the University of Alberta, Department of Extension library. Through this library some 50,000 books, pamphlets, periodicals and plays are sent out each year to readers in all parts of the province. Catalogues of this circulation library and information concerning small travelling libraries can be obtained from the Department of Extension Library, Court House, Edmonton.



The increased demand for public libraries in the province has brought the present total to fifty-five. This increase in the number of libraries is due in some measure to the encouragement and support given to this work by the Cultural Activities branch of the Department of Economic Affairs. All community leaders should know that the Public Libraries Act was framed by our provincial government to further the setting up of public libraries and reading rooms in any municipality. The Act also provides for grants of money up to \$300 to public libraries for the purchase of books and periodicals.

Some communities are discussing the establishment of civic centres. These are buildings providing space and facilities for sports, recreation, and cultural opportunities. Perhaps our community is considering such a project; if so it would be well for our class to study the plans and purposes of this all-inclusive institution.

Test your understanding of the above paragraphs. Here are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the idea expressed in the above paragraph.
- (D) If you think the statement disagree or contradicts the ideas of the above paragraph.
- (N) If you think the statement neither agrees or disagrees with the ideas expressed above.
  - 1. A feeling for beauty should be closely related to daily living.
  - 2. Artists are people particularly sensitive to beauty in its many forms.
  - 3. A nation possessing an abundance of wealth is certain to produce a great culture.
  - 4. Architecture (the art of building) has changed very little over the past thirty years.
  - 5. The national music of another country would have little appeal to Canadians.
  - 6. Modern industry has made possible a wider appreciation of fine music.
  - 7. The possession of a radio is an indication that a family listens to and enjoys fine music.
  - 8. The moving picture has had a revolutionary effect on the production of plays.
  - 9. Since the invention of the moving picture machine, drama or play production is no longer practised in most communities.
  - 10. Canada has produced very few dramatists of outstanding note.
  - 11. The public library is an institution for the improvement of community living.

According to the context of what we have just read what is the meaning of the following words or phrases:

beauty, culture, functional, folk music, drama, Little Theatre, civic centre?

Our knowledge of this phase of the unit should be broadened by reading any or all of the following references. The first two books

mentioned deal with aspects of beauty in community living; the third concerns the story of the arts through the ages. We should read at least one of these three books depending on which is available. In larger classes the teacher may discuss the contents of the books with us. In smaller groups there will probably be an opportunity for each student to do some reading. The results of our reading may be summarized in one or two pages of our notebook. Beside the texts mentioned below we should be constantly alive to cultural activities currently taking place in the community, the best movies, radio programs, concerts, amateur dramatics, musical concerts, art exhibitions, book displays, new buildings, etc. The local paper will assist us in keeping in touch with community activities.

## READ

*Building Our Life Together*, pages 582-596.

*Living in Our Communities*, pages 212-236.

*Across the Ages*, pages 450-494.

*Canadian Geographical Journal*, June, 1947, pages 250-277.

## DO

Here are some topics for committee investigation and reporting. The number of these attempted will depend on the size of the class. Small groups should do only one or two.

1. Arrange, if possible, a showing of the colour film on The Banff School of Fine Arts—*Holiday at School*.

Invite a student who has attended this school to tell you what the school is doing.

2. Make a program survey of the radio for opportunities to listen to fine music, interesting talks, good radio plays, humorous programs. Give brief reports on good programs that cannot be heard during school hours.

Guide. Members of the committee might assume responsibility for different days or blocks of time. Secure CBC, CKUA, Alberta School Broadcast, and other radio programs of Alberta stations.

3. Make an opinion survey of the class as to favorite radio programs. Determine the most popular and decide why it appeals.

Guide: List programs on the board, then count first choices. Can you establish a standard of values for good programs?

4. Report on some film that is outstanding as drama or musical entertainment.

Guide: State reasons for considering it an artistic production.

5. Make a survey in class of favorite shows. Determine the most popular and analyze the qualities that make it so.

Guide: Similar to radio program. Try to establish standards for judging pictures. Read reliable film guides in magazines.

6. A Movie Guide. List films under production or recently released that you would like to see.

Guide: Movie magazines.

Articles on films and selected lists in daily and weekly newspapers.

7. Prepare a pictorial representation (picture chart) on the evidences of art in community living.

Guide: Use stiff cardboard and make an artistic and pleasing arrangement of the illustrations.

8. Report on the various services provided by the public library. If there is no public library in your community investigate the possibility of getting one.

Guide: Interview the librarian if this is possible. This topic might be done in the English class.

9. Make collections of periodical literature. From your collection or from lists of magazines make up a list of good magazines that you would like to see in your school library, classroom library or in your home.

10. Give a biographical report on (1) an outstanding musician, (2) a great artist or painter, (3) a great actor, and (4) a great writer.

Guide: Material for this might be secured from encyclopedias, reference works in music and art and periodicals. Stress artistic contributions and qualities of character.

11. Make a survey and report on the cultural opportunities in your own community.

Guide: List the drama groups, choir groups, art collections and exhibits, church groups, educational opportunities for youth and adult. This may lead to recommendations for community improvement.

12. Report on the Little Theatre movement or Drama League in your community if there is such an organization. Report on membership and activities.

13. Make a brief report accompanied by a rough sketch or a photograph on any building in your community which you consider does well what it is intended to do; tells by its appearance what its job is; and pleases by its appearance. For example a well built house protects from sun and snow, looks like a building in which one could live comfortably, and has a very attractive appearance.

## DISCUSS

Here are suggested topics for class discussions, either of the open forum, round table or class meeting type.

1. Has the radio improved public taste?
2. Are there enough opportunities for the enjoyment of music in your community? What improvement might be made?
3. How can our school and/or community be made more beautiful?
4. How does art influence our daily life?

## Things To Do In Other Classes

The content of this unit is closely related to other subjects that we may be studying in school. We may be studying one or more of the following options, art, music or dramatics. In Social Studies we are interested in the part these aesthetic (finer) activities play in community living; we are concerned with their social effects. In the optional courses themselves, we are intent on learning about and increasing our appreciation of one or other of the fine arts. However, the relationship between the optional courses and social studies is very close in this unit. Many of the investigations suggested in Social Studies might be carried out during the art, dramatics or music periods. This is what is meant by **correlating** our studies. Here are some suggestions.

### Art Class

1. Compare new types of architecture with those used in the past, either by collecting pictures or sketching.
2. Report on some outstanding Canadian artist either recent or contemporary.
3. Make a collection of prints of the work of Canadian artists and learn how artists are expressing themselves in colour. Consult the National Gallery catalogue obtainable at the National Gallery, Ottawa.
4. Make a bulletin board display of reproductions of the work of great artists.
5. List the titles of ten pictures you would like to have in the classroom.

### Dramatic Class

1. Report on some outstanding play running currently on the New York Stage. (See the theatre section of the New York Times).
2. Give a biographical report on some outstanding actor or playwright either recent or contemporary.
3. Discuss the opportunities for the enjoyment of drama in your community. (How could it be improved?)

### Music Class

1. Give a biographical sketch of some outstanding contemporary musician such as Sir Ernest MacMillan; Arturo Toscanini, etc.
2. Collect examples of folk tunes of the various nations that have become familiar to all music lovers.
3. Prepare a brief history on the development of music. (See *Across the Ages*, by Capen).

### Language

Try your hand at the art of written expression by writing a short composition using topics related to this unit. Here are some suggestions.

1. What beauty means to me.
2. My favorite radio program.



3. Improving the appearance of our community.
4. Music in the modern home.
5. A worthwhile show.

### **Vocabulary Test**

The following multiple-choice vocabulary test is intended to assist you in keeping the terms used in this unit clearly in mind. After each of the eleven statements place the letter of the response which best completes the statement. Can you make a perfect score?

1. Art in its broadest sense means:
  - (a) The making of fine pictures.
  - (b) Those things that please the eye.
  - (c) Beauty of form pleasing to the ear and the eye.
2. The term fine arts applies to:
  - (a) The major forms of artistic expression.
  - (b) Industrial art.
  - (c) Painting of pictures on a small scale.
3. Cultural achievements as used in this unit mean:
  - (a) The invention of the automobile.
  - (b) Products of artistic expression in the arts.
  - (c) Development of scientific knowledge.
4. Functional art is defined as:
  - (a) A form of art which is useful and attractive.
  - (b) All types of architecture.
  - (c) Art in its classical forms.
5. The term classical architecture is applied to:
  - (a) Buildings with "classy" designs.
  - (b) Buildings showing the influence of Greek and Roman art.
  - (c) All public buildings.
6. We have used the word culture in this unit as meaning:
  - (a) Man's ability to read and write.
  - (b) The comforts of modern civilization.
  - (c) Man's achievement towards finer living.
7. A generation has a rich culture if:
  - (a) It improves its transportation system.
  - (b) Develops agriculture.
  - (c) Produces great drama, art, music and literature.
8. Folk music is considered:
  - (a) The natural music of the people.
  - (b) The works of great composers.
  - (c) Music with very limited appeal.
9. By the professional theatre we mean:
  - (a) The moving picture industry in Hollywood.
  - (b) The Little Theatre movement.
  - (c) Plays produced by full time, paid actors.
10. A drama festival is:
  - (a) The production of plays by stock companies.
  - (b) A picnic for actors.
  - (c) The production of plays by amateurs in competition.

11. Beauty in form or sound depends mainly on:
- (a) The shape of the object.
  - (b) How it affects your senses.
  - (c) Its color.

### **Notebook Inventory**

In addition to previous suggestions we should already have the following in our notebooks:

Summaries of reading done.

Summaries of committee reports.

Paragraph as suggested under language.

Any material directly presented by the teacher.

Pictures or illustrations of art in the community such as public buildings, homes, memorials, etc.

## Sub-Problem III.

### HOW ARE OUR NEEDS FOR RELIGIOUS EXPRESSION BEING MET?

The church is an indispensable part of any typical Canadian community. The church building was one of the first erected in pioneer settlements. Today the smallest and most remote communities have some structure set aside for religious worship. Canadian churches vary from the small white building of the prairie town to the imposing cathedrals of large cities. Irrespective of size or form they are all centres where Canadians meet to practise the forms of their faith.

A distinction should be made between religion or religious needs and the church. Man is basically religious; he has a need for some form of religious expression. This need is evident even in the most primitive of social groups. The simple savage stood in awe of the many things in his environment that he could not understand. He gave expression to this awe by worshipping natural objects, the sun, the moon, the mountains, and by attributing to gods such natural phenomena as thunder, lightning, and the seasons of the year, thus peopling the world with gods or spiritual beings. Sometimes he worshipped the sun or the power of the thunder. Instinctively he was explaining his environment in spiritual terms; this was his answer to facts beyond his comprehension. Our knowledge of the physical environment has increased to the point where we can explain those phenomena in scientific terms, although the basic forces in the universe are still beyond the understanding of the world's greatest scientists. We can explain the rising of the sun, and the roar of thunder, but there is much left in our world that remains a mystery. The purpose of life itself, the reason for our existence here on earth is best understood in spiritual terms. The Christian religion offers us a great purpose in life, gives us ideals to live up to and the guidance needed to make our world a better world.

1. The desire for religious expression and spiritual guidance has been evident throughout all of man's history. Every civilization has had its religions. The type of worship has varied from age to age. The nature of man's belief has altered considerably over the past thousands of years but there has always been evidence of man's religious nature. The church is the institution which provides the forms of worship which are outlets for this basic need; as such it is one of the most important of our community organizations for the development of finer living.
2. The members of our community do not all practise the same form of worship. Some believe in one form or denomination, some in another. Each denomination or church organization meets the religious needs of its members in its own way. Our Canadian communities are predominantly Christian so that most of the churches in our communities are of that faith. The two great divisions of the Christian church are Protestant and Roman Catholic. The Protestant church has many sects emphasizing slightly different forms of worship. Here and there we find in Canada non-Christian (Jewish,

Buddhist, and Mohammedan) church groups. A survey of the community will probably reveal two or more active religious organizations.

3. As a church member we are not only part of an organization serving our immediate community but we belong to one whose influence may reach over the entire world. Most churches have active branches all over the world. We may be closely allied through our local church to the religious efforts of millions of people. Further, our church has a long and interesting history. Its founding and development as a Christian or non-Christian sect is a record of a human achievement and representative of man's desire for a better life
4. The church puts a good deal of emphasis on its service to the youth of the community. All churches have "young people's groups" providing social and ethical (having to do with behavior) training. Further, each church works to train youth through its Sunday Schools along the lines of its own religious practices and beliefs. Churches, from time immemorial, have been concerned with the behaviour of people. One of the highest functions that religion performs is that of character training. One purpose of our churches is to teach us to be honest, truthful, considerate of others, and devoted to God. Throughout all their organizations, this is the primary aim. Young people individually stand to benefit a great deal by the experience gained in attendance at Sunday School or membership in a youth organization attached to the local church.
5. The western world inclusive of Europe and the Americas is predominantly Christian. The teaching of Jesus Christ some two thousand years ago provided the dynamic (force) which has been the driving power and the inspiration behind the development of our civilization. Our Western civilization, European in origin, has, of course, been enriched from many sources. The knowledge and culture of earlier civilizations have been at our disposal. But the values of our civilization, those qualities of character that we consider vital, have been set by the tradition developed by the Christian church over the many centuries since it was founded. Those values are in a sense the essence of our democracy. The recognition of individual worth, tolerance, sympathy, and a desire for justice are basic to our culture. While we may falter in our efforts either as individuals or as a nation to live up to these Christian values and ideals they still remain the directives of our social progress.
6. It should be recognized, however, that other areas in the world, other civilizations, contemporary with ours have quite different forms of religious expression. The Near East, known as Asia Minor, is predominantly Mohammedan, while the remainder of the Orient follows the teachings of Buddha or practises Hinduism. We should become familiar with the nature of these religions. It will help us to understand the diverse characters of the peoples who inhabit this earth.



It will help us, as well, to recognize the distinction between religion and the church.

In the Bible we can find unique and indispensable material on true citizenship. The lessons of freedom, truth, fair play, responsibility, sympathy and readiness to serve, without which citizenship is a hollow term, are nowhere taught more clearly than in the words of the New Testament. Christianity has given our civilization the vision of truth, of greatness, of goodness and of faith which has inspired the great benefactors of mankind. The lives of such men as St. Paul, Milton, St. Francis, Joan of Arc, Lincoln, Gladstone, Knox and Wesley are a source of inspiration and an example for us to follow.

In a Christian democratic society the Christian religion is the highway to social progress. Scientists are making wonderful discoveries that prolong the life of man; inventors are producing labour-saving devices to make life more pleasant; radio and the movies and other modern machines give us recreation; fast transport carries us from one place to another with ever increasing comfort and rapidity; modern social services look after our health, our education, our needs in old age or distress. All of these things are important in the life of man, because they make this world a more pleasant place to live in. But none of these things shows man how to live. None of these give him the spiritual values, principles and ideals, or a faith by which to live. None of them supply the answer to the questions, Why am I here? Where am I going? The Christian religion supplies the answers, and points the way to a better way of life, a better society.

### **Test Your Understanding of the Above Paragraphs.**

The following are general statements of the material contained in each of the above numbered paragraphs. Place the number of the paragraph opposite the statement which you think sums up best the meaning of that particular paragraph. If the statement does not apply to any of the paragraphs place O in the brackets.

1. Each community will have more than one church organization. ( )
2. The values of our civilization have been established largely by the Christian church. ( )
3. Many of the present day social problems result from poor church attendance. ( )
4. The church takes an active part in the character training of young people. ( )
5. Different civilizations have developed different forms of religious expression. ( )
6. The church group reaches far beyond the local community. ( )
7. State churches exist in England and Spain. ( )
8. The need for religious expression is universal. ( )

### **READ**

You will gain a better understanding of the function of the church in your community by reading the following pages in any one or more

of the listed references. Summarize the material of at least one of the books and put it in your notebook.

*Living in the Social World*, pages 475-490.

*Building Our Life Together*, pages 79-90.

*Across the Ages*, pages 349-396.

## DO

Here are some topics for committee investigation and reporting. Only large classes should select more than one or two topics.

1. Make a survey of the religious groups in your community.

Guide: The committee might be made up of members of different denominations who could secure information from their ministers. Membership and activities might be investigated.

2. Have a local clergyman address the class during a forum period to speak and lead a discussion on "The Place of the Church in Our Community."

3. Make a survey and report on the youth organizations either directly or indirectly related to churches that are active in your community. Non-denominational organizations such as the Scouts and Guides whose objectives are similar might be included.

4. Report on the ideals and rules of conduct of the church youth organization to which you belong.

5. Report on some contemporary non-Christian religions such as Mohammedanism, Hinduism, Buddhism, . . . see Capen, *Across the Ages*.

6. Make biographical sketches of great men who in their lives exemplified the highest achievement of life and were motivated by a great faith in God—e.g., St. Francis of Assisi; John Wesley; Father Lacombe; George MacDougall.

Guide: Do not attempt this topic unless material is available in the classroom library.

7. Make a frieze or bulletin board display to show the influence of religion and the Christian church in the growth and great achievements in art, drama, architecture and literature of our civilization.

8. Make a list of poems in which the author states his religious beliefs or finds inspiration in the spiritual aspects of life and thought. Memorize 10 to 20 lines that appeal to you.

Guide: Read some of the short poems of Milton, Wordsworth, Tennyson and the Brownings.

9. Write an account of one of the church festivals.
10. Make a list of rules by which a Christian should live today.
11. From current news list events in which the people concerned acted according to Christian principles.

## DISCUSS

1. What can the church contribute to the lives of young people?
2. Do religious beliefs and practices affect our form of government?

3. Have religious practices any influence on the standards of living of a country?
4. What is the effect of radio on religious teaching?
5. What opportunities for character-building are offered by religion?
6. The teachings of Christ are the foundation of modern democracy.
7. How do Christian principles enter into school life?

### **Vocabulary Review**

Do you know the meanings of the following words?  
spiritual, spiritual values, ethical, dynamic, Mohammedanism, Buddhism, Hinduism.

### **Notebook Inventory**

The following material should be in your notebook.

Summaries of reading done.

Summaries of reports delivered in class.

Paragraphs in suggested topics.

Any material directly presented by the teacher.

Pictures or illustrations of churches, church activities, etc.

## **CULMINATION OF THE UNIT**

We have now completed the subject matter of the unit. For the next four or five periods our task is one of review and post-survey of the unit. Our basic problem for this unit has been to discover how our communities meet our cultural and religious needs, and how we can recognize and appreciate the best things in art, music, drama, literature, and human ideals and character. We have enlarged our knowledge around the sub-problems, education, fine arts, and religion. Each of these is part of the larger picture of a rich cultural life for our community.

Let us look once more at the objectives that we had before us as we started our work on this problem.

1. An understanding that our school is a social institution designed for a definite purpose.
2. An understanding of the relationship of the fine arts to home and community living.
3. An understanding of the part played by our home and community towards meeting our needs for knowledge and beauty.
4. An understanding of the importance of religious faith in the life of the individual.
5. An understanding that the church is a social institution to meet basic religious needs.
6. The development of sympathy and tolerance towards people whose religion and culture are different to our own.

### **Review Exercises**

#### **Discussion**

A good method of review is to hold two or three discussion periods about our understanding of these objectives. With a small group these

may be round table talks at the back of the room. With larger classes the discussion may be directed by the teacher. The following questions related to each objective may be of assistance in starting the discussion. We should try to make use of the knowledge we have gained through our reading and research.

### **Objective No. 1**

1. What is the job of the school in community living?
2. Do you consider the school to be the only or main educative influence in group living?

### **Objective No. 2**

1. What is meant by culture, i.e. What is a cultured man?
2. Are the fine arts remote from daily living or an integral part of it?

### **Objective No. 3**

1. What are the opportunities in our homes and communities for participation in the fine arts?
2. What can be done in any home and community towards extending these?
3. How can we recognize the best in human endeavour and in human ideals and conduct?

### **Objective No. 4**

1. What is the difference between religion and the church?
2. What is the importance of the church as an institution for better community living?
3. What do we mean by the term Christian democracy?

### **Objective No. 5**

1. Are other religions and cultures, because they are different necessarily inferior?
2. How do you account for differences in culture among different civilizations?

### **Study Review Exercises**

Study your notes on the reading, reports and other accumulated material. A review test of all the facts learned in the development of this unit is desirable. This should be prepared by the teacher.

### **Pretest Review**

Re-read the pretest on page 24 of this study guide and reconsider your answers in the light of the investigation you have done since you did the pretest. Put in alternative answers alongside your original answers.

Were your answers similar to this?

- (1) D; (2) A; (3) D; (4) D; (5) D; (6) A;  
(7) N; (8) D; (9) A; (10) D.

### **Written Review Exercises**

Write a short essay on any of the following topics.

1. A Fine Arts Program for Our Community.
2. Inventions and Education.



3. How the Radio Has Changed Family Living.
4. An Ideal Community Centre.
5. What We Learn From the Movies.
6. A Healthy Mind in a Healthy Body.
7. If I Were Radio Controller.
8. My Favorite Hero or Heroine in Fiction or History.
9. The Christian Church as a Pillar of Democracy.

### Audio-Visual Aids

Films and Filmstrips available from The Audio-Visual Aids Branch, Department of Education.

1. How does the modern home and community meet our educational needs?

Plan for Rural Schools. A (Wheatland School Division), T-374N.

The Centralized School, P-449.

One Teacher School, P-450.

2. How does the community provide opportunity for enjoyment of art, music, drama, literature?

—“Holiday at School” (Banff School of Fine Arts-Koda), T-444.

—Canadian Art—“West Wind” (Tom Thomson-Koda), T-96.

—Canadian Art—“Canadian Landscape” (A. Y. Jackson-Koda), T-433.

—Ukrainian Contribution—“Ukrainian Winter Holiday” (Koda), T-44.

—Musical Festival—“Listen to the Prairies” (Winnipeg Music Festival), T-304.

—Polish Contribution—“Iceland on the Prairies” (Koda), T-170.

—Indian Contribution—“People of the Potlatch” (B.C. Indians-Koda), T-236.

3. How are our needs for religious expression being met?

Easter Customs in Many Lands, S-36.

Story of Easter, S-37.

Valentine's Day, P-283.

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